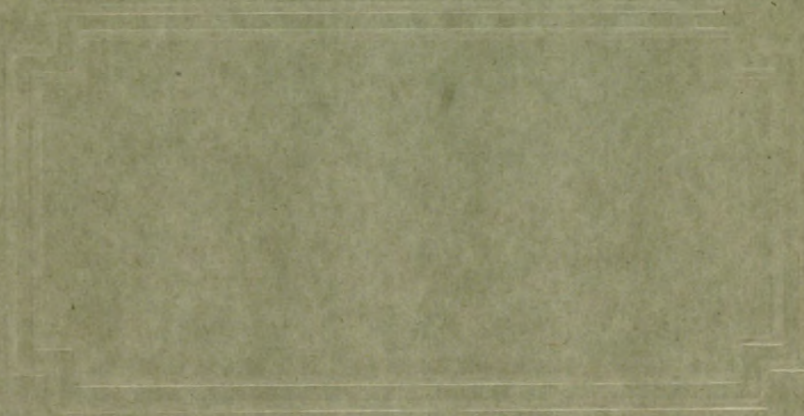






**QUARTERMASTER
CORPS MANUAL**

QMC 20-1

**LEADER'S GUIDE FOR
EFFICIENCY RATING
TRAINING**

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**ARMY SERVICE FORCES
OFFICE OF THE QUARTERMASTER GENERAL
FEBRUARY 1945**

ARMY SERVICE FORCES
Office of the Quartermaster General
Washington 25, D. C.,
14 February 1945

Quartermaster Corps Manual QMC 20-1 is published for the information, guidance, and compliance of all concerned.

E. B. GREGORY
Major General
The Quartermaster General

NUMBERING SYSTEM OF QUARTERMASTER CORPS MANUALS

Each manual is identified by the symbol of the originating agency, as given below, followed by a number indicating the numerical sequence of the manual; i.e., QMC 22-1 identifies the first manual prepared by Service Installations Division.

<u>BASIC PUBLICATION</u> <u>CONTROL SYMBOL</u>		<u>BASIC PUBLICATION</u> <u>CONTROL SYMBOL</u>	
Executive Office	QMC 11-	Organization Planning and Control	QMC 19-
Fiscal Division	QMC 12-	Personnel Division	QMC 20-
Fuels and Lubricants	QMC 13-	Procurement Division	QMC 21-
General Administrative Services	QMC 14-	Service Installations	QMC 22-
International	QMC 15-	Storage and Distribution	QMC 23-
Memorial	QMC 16-	Subsistence	QMC 24-
Military Planning	QMC 17-	Headquarters, Quartermaster Inspection Service	QMC 25-
Military Training	QMC 18-	Market Center System	QMC 26-

FEB 17 '49

EFFICIENCY RATING TRAINING

OBJECTIVE: To help the supervisors of the Office of The Quartermaster General to make the efficiency rating a valuable management tool by:

- a. Acquainting new supervisors and refreshing other supervisors in the rules and procedures involved in preparing efficiency ratings.
- b. Helping all supervisors to see how the efficiency rating can be used to raise morale and increase production.

The training as planned will be given in three sessions of one and one-half hours each, a week apart.

LIST OF MATERIALS FOR TRAINERS

Conference Leader's Guide

Efficiency Rating Manual, Form 3823 Revised

Rating Official's Guide, Form 3823A

CP Circular 3 (Supplement to Rating Official's Guide)

Blow-up of Form 51

Work sheets

Copies of "Rating an Employee"

True-false tests

Skit (Interview between Jane Brown and supervisor)

Forms 51

Film, "Efficiency Rating Procedures"

LIST OF HANDOUTS FOR TRAINEES

Efficiency Rating Manual, Form 3823 Revised

Rating Official's Guide, Form 3823A

CP Circular 3

Form 51

Work sheets

Copy of "Rating an Employee"

Copy of list of names, room numbers, and telephone extensions

of O. Q. M. G. Efficiency Rating Committee

3982 2328

Efficiency Rating Training Outline

SESSION I

1. Tell purpose of meeting.) 5 minutes
 2. Announce schedule.)
 3. Discuss persons involved and their responsibilities.) 10 minutes
 4. Discuss legality and uses of efficiency ratings.) 10 minutes
 5. Quote opinions of efficiency ratings given in survey.)
 6. Give true-false test.) 15 minutes
 7. Have group rate Jane Brown on one element.) 5 minutes
 8. Go through Mr. Smith's procedure in rating Jane, following
 procedure outlined in "Rating an Employee.") 35 minutes
 9. Give out copies of "Rating an Employee.")
 10. Close meeting.) 10 minutes
- a. Make assignments.
 Pages 1-6, Efficiency Rating Manual.
 Pages 1-6, Rating Official's Guide.
 Prepare rating work sheet for practice in next session.
 - b. Invite and answer questions on assignment.
 - c. Announce next meeting.
 - d. Offer help.
 - e. Express appreciation of attendance.

SESSION II

1. Give out and discuss true-false tests taken in Session I.) 10 minutes
2. Go over parts of manual and guide assigned for reading.) 20 minutes
3. Review "Rating an Employee.") 15 minutes
4. Practice - discuss work sheets prepared by group.) 40 minutes
5. Announce time and place of film showing.) 5 minutes

SESSION III

1. Review and question.) 10 minutes
2. Act out efficiency rating interview between supervisor and Jane Brown.) 15 minutes
3. Discuss interview, its value as management tool.) 15 minutes
4. Practice - Same as Session II except that trainer should get some member of group to give sample interview, if possible.) 30 minutes
5. Give second true-false test.) 15 minutes
6. Sum up and close meeting.) 5 minutes

EFFICIENCY RATING TRAINING

SESSION I

PURPOSE OF CONFERENCE

The purpose of these meetings is to discuss the employee efficiency rating which each of us is required to make for each of our employees as of March 31. We hear a lot of griping about the efficiency rating system, and we all agree that the system is not perfect. There is no perfect rating system, because every rating system depends to some extent upon judgment and opinion, and these differ with the individuals making the ratings. However, it is the official system, and it is incumbent upon us to do a good job within the rules and regulations. We believe also that, properly used, it can be a valuable management tool which is used continuously instead of merely a yearly headache. We shall discuss this more fully at a later session.

SCHEDULE

Today's meeting will last between an hour and an hour and a half. There will be two other meetings of the same duration, one on-----and the other on-----

(Give dates and time.)

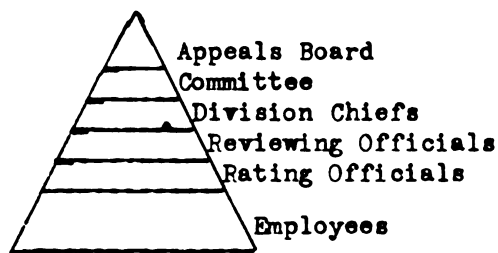
PERSONS INVOLVED IN SYSTEM

Many of you have been preparing efficiency ratings for years. Others are preparing ratings for the first time. Let's see approximately how many years of rating experience are represented in this group. (Beginning with the person on your left, call on each person to tell how many years he has served as a rating or reviewing officer or both.)

The exchange of your ideas in the discussions here will be valuable both to those of you who are preparing ratings for the first time and to those of you with years of experience. We can benefit mutually by this exchange.

The Efficiency Rating Manual put out by the Civil Service Commission January 1, 1944, is being used again this year. It contains the rules and regulations pertaining to the efficiency rating system. This system involves several groups of people, the responsibilities of each of which could form the basis of several hours of discussion. Let's just take a minute to consider the various groups which are involved. We'll let this triangle represent the entire rating system and divide it into sections representing the various groups of people concerned in efficiency ratings. Who are they and what responsibilities do they have?

(Draw from group and fill in.)



1. Employees. The employee should know elements on which he is being rated; know appeals procedure; participate in elections.
2. Rating Officers. (First-line supervisors) Make actual rating. It is the responsibility of the supervisor of any echelon to be sure that the employees under his supervision know the elements on

which they are rated; know the appeals procedure; know about elections.

3. Reviewing Officers. Review ratings.

4. Chief of Division. (Or delegated authority.) Receives and interprets instructions. Administers program within division.

5. Efficiency Rating Committee. Organize and administer efficiency rating system for OQMG. A list of the names, room numbers, and telephone numbers of the present committee will be given to you at the end of this session.

6. Appeals Board.

Today we are going to talk about the actual process of preparing a rating.

WHAT IS EFFICIENCY RATING?

What is an efficiency rating? An efficiency rating is a periodic evaluation of an employee in the discharge of his duties. It is closely related to the job sheet. It is also an administrative tool which the supervisor can use continuously.

Why is it necessary to make these ratings? We are required by law to make them. The efficiency rating is a legal document, and each administrator and supervisor in the Federal Service has a legal responsibility for making out an efficiency rating for each employee under his supervision. The efficiency rating is one of the principal factors considered when a within-grade administrative promotion or pay decrease is made. It is also used in determining an employee's place on the retention list in case of reduction in force. Therefore, we have a two-way obligation to make our efficiency ratings as uniformly accurate as possible; an obligation to the public, because the ratings

play a part in the expenditure of public funds; to the individual receiving the rating, since his career can be affected so vitally.

The efficiency rating can be just a nuisance, something which the supervisor does as hurriedly as possible and forgets until the following year; it may be a definite hindrance to production; or it may be a tool which the supervisor uses to raise morale and increase production.

OPINIONS

Recently one Government agency made a spot check of opinions on efficiency ratings. Here are some of the things which were said:

An assistant director: "An efficiency rating doesn't mean anything, doesn't encourage anything. It's just a means of embarrassment once a year. We're forced into it. We don't have anything specific to judge on. The whole thing is a guess."

An administrative officer: "When I hire an employee, I ignore the individual's efficiency rating. I just call the man who made it. He'll tell you the true story on the 'phone. He'll tell you the truth, and he won't put that on paper!" An employee who doesn't rate anyone, but who has had fifteen years of experience in Government service: "A rating isn't specific in pointing out any faults. It doesn't show you where you need to improve nor encourage you to do better work. It isn't merit, it's who you know that counts!"

An administrative officer in the field: "We had to retain a girl who wasn't nearly as valuable as some we had to let go - all because of efficiency ratings."

Have any of you heard statements like these:

From employees: "I did better work this year and got a lower rating."

"I never did and never will get a good rating under Miss Jones."

"I made one mistake, and that was the thing he remembered."

"Mr. Brown is a liberal rater; everyone in his office gets 'very good'."

From rating and reviewing officers:

"You get employee 'gripes' no matter what the rating is."

"How can you keep employees if you don't give them high efficiency ratings?"

Probably these statements represent an opinion that is all too prevalent. However we have also heard these statements: From supervisor who attended efficiency rating training sessions last year: "I had much less trouble making out my efficiency ratings this year than ever before. I was nervous about the interviews, but I've decided it's better to iron out any disagreement before the rating is given than to go through all the agony attached to an appeal."

An employee: "If Miss Clay hadn't talked with me about my rating, I'd have resented not getting an 'Excellent', but now I understand that 'Very Good' is really very good, that is, a lot better than adequate, so I'm satisfied."

Another employee: "It's going to be a lot easier for me to improve my work and my rating now that I know just what's expected of me."

We believe that we can change the opinions of the first group to sound more like those of the second group. We believe that the efficiency rating can be an effective management tool.

TRUE-FALSE
TEST

We have here a little true-false test on efficiency rating principles. This is not a "test" in the academic sense of the word. It is a device to get you to think about the principles underlying efficiency rating procedures. We thought you would be interested in comparing the answers which you give today with the answers you will give on a similar test which you will take at our last session. Some of the statements are false; a great many of them are true. See how many you can label correctly. (Give out tests; allow about fifteen minutes for completion. When tests are completed, collect them and say that you will correct them and return and go over them at the next meeting.)

JANE BROWN
CASE

Now, let's take a look at the way one supervisor rated an employee on one of the elements of her job. Maybe we can learn something by examining his method of approach.

Jane Brown is a clerk-stenographer, CAF-4. She has been with the agency for about four and one-half years and on her present job with the Training Section for the past year and a half. For the next few minutes let's follow the thinking of Jane's supervisor, Mr. Smith.

The first underlined element Jane is to be rated on is No. 4 - "Presentability of work. (Appropriateness of arrangement and appearance of work.)"

(Hand out copies of Jane Brown case on presentability of work. Have one of the group read it aloud.)

"Well, I guess Jane's work might be considered presentable. Of course it isn't perfect, but then whose is? She's a speedy typist, though, and that's more than I can say for some of the other girls around here. She isn't always so fussy about making her letters look neat. I wish she'd be more careful about the way she handles carbon paper. It gets all over her fingers and then she smears it on the pages of copy. This cheap wartime carbon certainly is messy. I suppose it must be the cheap ribbon on the typewriter that makes her letters so blurred. Sometimes the letters are a bit crowded, too. Guess they pile up because she types so fast. Although, when she feels like it and goes slowly, as she did on our annual report last week, she really does a nice job, and besides that she does get her work out on time."

Now that you've read the thinking of this supervisor, will each of you take a minute or so to think over Jane's performance and rate her either a plus, check, or minus for element No. 4. Please don't talk your rating over with anyone else. Just write down the mark you think she should have from the information which you have been given.

(Ask for their ratings.)

Mr. (or Miss, or Mrs.) ----- why did you give her a _____?

(Bring out limitations of system by discussion. Draw out answers to the following questions:

1. Were all of the employee's duties taken into consideration?

2. Was the entire rating period considered?
3. Was there a standard set up by which performance could be measured?
4. Do we all have the same idea about what a plus, check, or minus should represent?
5. Do we all have the same idea about what duties should be rated?
6. Do we all have the same idea about what presentability is?
7. Were any of you a bit uncertain as to just exactly what it should include and so just put down an adequate and let it go at that?

INTRODUCTION OF PLAN

You can see from this brief discussion that the methods we have used in rating have definite limitations. It is certainly no reflection on your ability as a rater to say that we can get better results from efficiency ratings by setting up a plan to guide and assist us in making these ratings. We have such a plan, and it is easy to understand and follow.

The fundamentals of this plan to help you improve employee work performance by means of the efficiency rating are most easily explained by demonstrating how they were applied to an actual case. Let's consider the case of Jane Brown again.

READ JOB SHEET

Since an efficiency rating is a judgment of performance, it is necessary for us to know exactly what the employee is paid to do. We can't evaluate the services performed unless we know this. An employee's rating should tell just how well he has performed the duties on which his job is classified, and to find out what these duties are we look at his job sheet.

(Show copy of job description.) A job description describes the various duties and responsibilities that the employee in that particular job performs. Let's take a look at Jane's job description.

It reads, "Miss Jane R. Brown, Clerk-Stenographer, CAF-4, Training Section. DUTIES: Under general supervision, to be responsible for the issuance of training material and aids to the various Divisions of the OQMG and to any interested agencies of the War Department or the Government; to contact personally and by telephone administrative offices of the Divisions, the Department, and outside agencies for the purpose of obtaining and giving out information pertaining to educational courses, institutes, orientation, and training programs and meetings; and so forth." Since you are all familiar with job descriptions, we won't take the time to read all of this one.

LIST DUTIES

After the supervisor had read and studied the job description, he picked out each specific duty shown and jotted it down on a piece of paper. These are the duties which he listed; (Read duties)

1. Give out information on various phases of the training program.
2. Obtain outside information.
3. Arrange for appointments and conferences.
4. Make transcripts or summaries of conferences.
5. Take and transcribe dictation.
6. Handle telephone calls.

7. Issue training materials to the Divisions.
8. Keep currently informed of employee activities.
9. Compile reports for Training Section.
10. Filing.
11. Typing
12. All other.

Often there are other duties which make up an important segment of the job. These are usually referred to in job descriptions as "to perform related duties as they arise." In the case of Jane, filing and typing are also essential to the successful operation of her work and so he added those two duties. I should like to emphasize here the importance of a correct job sheet. It is quite possible that you may have to reword if the job sheet is written in general terms, but if the sheet does not describe the duties performed at all, it would be better to have another one made.

DETERMINE
OVERALL
OBJECTIVE OF
JOB

The next thing Mr. Smith did was to determine the overall purpose of Jane's job. He decided that this was "To assist in clerical and stenographic details which will contribute to the effectiveness of the training program of the OQMG." This purpose was written out on the same piece of paper on which the duties were listed. His next step was to determine the relative order of importance of the duties to the overall purpose of the job and number them. He put a (1) by the most important duty, (2) by the next in importance, and so on.

PREPARE
WORK SHEET

After he had reviewed Jane's duties and responsibilities, he was ready to prepare the rating work sheet. Now, let's take a look at the work sheet.

(Put blown-up work sheet or form on the board and go to board.)
The information called for on the heading is already given, so he simply copied it from there. He put in the name first. Brown, Jane R.; Service and Grade, CAF-4; position, Clerk-Stenographer.

Next he copied the purpose of the job from his piece of paper. After the heading was completed, he posted the duties in the order of their importance - most important first and so on - on the slanted lines at the top of the work sheet. In the last space he put "All others" to take care of the duties not listed.

LIST PERTINENT ELEMENTS

His next step was to examine each element on the rating form to determine whether or not it was included in the job. This step is covered on page 4 of your Rating Official's Guide for future reference; but at this time let's see if we can't think out the logical method of determining pertinent elements of the job and save the guide for future reference. Those of you who had the efficiency rating training will recognize this method, but I am sure you won't mind reviewing it.

We have a question that we apply to each element on the rating sheet to determine whether or not it should be used on the job. This question is: IS IT A REASONABLE REQUIREMENT OF THE JOB? To determine whether or not it is a reasonable requirement of the job, we should refer constantly to pages 10, 11, 12, 13, and 14 of our Rating Officials' Guide. Different words and phrases mean different things to different people. In order to insure uniform rating, it is important that each of these elements

means the same thing to each one of us. Only by using the definitions that we find in the back of the Guide can we be sure that we interpret these elements in the same way. Mr. Smith turned to element #1 in the Guide, "Maintenance of equipment, tools, instruments." He decided that since the appearance of Jane Brown's work was important and since the maintenance of her typewriter was essential to the appearance of her work, element #1 was a reasonable requirement of her job. (Explain entering of element on work sheet. Discuss entering of other elements.)

DETERMINE AND
UNDERLINE
IMPORTANT
ELEMENTS

After he had determined the pertinent elements, he went on to the next step, which was to determine and underline the important elements.

This is not difficult if certain facts are kept in mind. First, he thought of the objective of the job. He thought of the principal reasons for the job's existence. The objective of Jane's job, you remember, was "To assist in clerical and stenographic details which will contribute to the effectiveness of the training program of OQMG." Then he challenged each element listed on the work sheet with these two questions:

1. Is this vital to the job's objective?
2. Will it make or break the job?

Again, he found it helpful to refer to the definitions in the back of the Guide as he considered each of the elements.

(Discuss underlined elements and how Mr. Smith arrived at the determination that they should be underlined.)

APPLY EACH
ELEMENT TO
EACH DUTY

Now that the work sheet was finished, he was ready to weigh

or measure her performance for the rating period. To do this, he applied the elements picked out as necessary and important to her job to the duties for which she was paid. First, he reviewed the definition of the first element to get its meaning clearly in mind, and then he decided the first duty to which it applied. Next he applied the question "What can I reasonably expect of this employee on this element as applied to this duty?" The key word here is REASONABLY. With this standard in mind he weighed her performance and recorded his evaluation as a plus, check, or minus. Then he went on to the next duty to which this element applied.

RECORD OVERALL
MARK FOR
ELEMENT

After he had recorded a mark for each duty to which the element applied, he evaluated his marks in the light of their importance to the job and recorded an overall rating of plus, check, or minus for the entire element. He went through this same process for each element and marked them as you see here.

ADD ELEMENT
MARKS

Next he added them up and placed the score in the space immediately below the list of elements. He recorded his score by drawing a vertical line to separate the scores made on the underlined elements from the scores of the elements which are not underlined. This helped him to check the accuracy of his figures and was a timesaver in arriving at his adjective rating. In this case he had ----- as you see here.

CONSULT FORMULA
ON BOTTOM OF
FORM 51.

He looked up the formula for determining an adjective rating on his Form 51 and found that his rating was-----, and he wrote this at the bottom of his work sheet. Never change the

adjective rating of an element to produce the adjective rating desired. If you do not agree with the rating arrived at, give the employee the rating you think he deserves, but explain the deviation from standard on the back of the rating form.

CHECK RATING

Before he could leave this as his final rating, there were a few check questions which he asked of himself:

1. Did I consider Jane's performance over the entire rating period?
2. Is my rating a constructive criticism of her work?
3. Is my rating a valid basis for determining promotions, transfers, or separations?
4. Is my rating just from Jane's viewpoint, from the viewpoint of the others in our office, and from the viewpoint of the public interest?

DISCUSS RATING WITH EMPLOYEE

After he decided that his rating answered these questions satisfactorily, he called Jane in to discuss her rating with her. We shall talk about this interview at our last meeting.

MAKE ASSIGN- MENT

During our next meeting we want to get some practice in using the work sheet. So by that time we should like each of you to be ready to present a case which you have rated. (Pass out work sheets and Forms 51.) First, read pages 1-6 of the Efficiency Rating Manual and pages 1-6 of the Rating Guide. Then prepare the work sheet for one of your employees and bring it to the next meeting.

The steps of the plan Mr. Smith used in rating Jane are on this sheet. (Give out copies of "Rating an Employee".) Be sure that you follow all the steps of the plan so that you will get

the maximum benefit from the practice in using this method of rating. Be sure, too, that you are familiar with the necessary information about the employees involved - age, length of service, experience, etc.

Our discussions here will, of course, be strictly confidential. As leader of the group, I ask that we all maintain in strict confidence all cases discussed. This is a work session, and we can help each other a great deal better if we discuss actual rating cases instead of hypothetical cases. It will not be necessary to use the name of the person you are rating. You may have good reasons for not using an actual case. If you feel that it would not be wise to discuss all the aspects of your rating case, then report only part of the case or disguise the case in some manner so that it will not be recognized. If you feel very strongly that you would rather take a hypothetical case, see me at the close of the session.*

**CLOSE
MEETING**

Invite and answer questions on assignment.

(Distribute copies of Efficiency Rating Manual, Rating Official's Guide, work sheets, and list of names of Committee.

Offer help if needed.

Express appreciation for participation.

Adjourn meeting.)

*The instructor should persuade the person to make the rating on an actual case and assure him that he will not call on him for any part of it which would affect good supervisor-employee relationships. Tell him that the practice on an actual case will make it much easier for him to prepare his other ratings.

SESSION II

INTRODUCTION

Good morning. This morning we're going over the true-false tests; then we'll spend some time on the rules covered in the part of the manual you read this past week, review the steps in "Rating an Employee," and then use the rest of the time to discuss the work sheets you have prepared.

TRUE-FALSE TESTS (10 minutes)

First, let us look over the true-false tests which you took last Monday and see whether there are any questions.

MANUAL (20 minutes)

Now, let's go over the manual. (Discuss any questions raised by members of the group.) Be sure essential points of the manual are covered by using such questions as:

What is an efficiency rating?

Why are efficiency ratings of especial concern this year?

Who is responsible for an employee's rating?

What types of efficiency ratings are there?

What is the purpose of the administrative unofficial rating?

What is a "regular" rating?

When is the probational or trial-period rating made?

How many days must an employee serve under a supervisor before he receives a regular rating from that supervisor?

How many types of official ratings are there?

What are they?

Why should one rating pattern hold for similar jobs?

How does one establish a rating pattern?

Who is responsible for the rating pattern?

What is the relation of production standards to the efficiency rating procedure?

Who is responsible for establishing production standards for a job?

If an employee has moved during the rating year from one position to another position of the same grade, in the same agency, and on March 31 has served ninety days in his new job, how much of the year will his rating cover?

If this employee had been transferred to a position of higher grade, how much of the year would his March 31 rating cover?

Under what circumstances can a period of detail be included in the time covered in the regular rating?

What are the responsibilities of the rating official?

Who is the rating official?

Who is the reviewing official?

What are his responsibilities?

What are the responsibilities of the rating committee?

What are the responsibilities of the Director of Personnel?

"RATING AN
EMPLOYEE"
(15 minutes)

Now, suppose we spend a few minutes reviewing the steps in our efficiency rating procedure, (Put steps on board and discuss.)

1. Review the employee's job.

Read the job description.

If you don't have an accurate job description, make one. Consider the job - not the employee.

List duties.

Determine overall purpose of job.

2. Prepare the work sheet.

Enter purpose and duties in order of importance.

Select and list pertinent elements.

Is it a REASONABLE requirement of the job?

Use interpretation in Rating Official's Guide.

Determine and underline important elements.

Is the element vital to the job's objective?

Will it make or break the job?

3. Record performance.

Record mark for each element.

Apply each element against each duty.

What REASONABLY can be expected?

Evaluate the work performance - not the individual.

Record overall mark.

Determine adjective rating.

Consult bottom of rating form for directions.

Give employee the rating you think he deserves, but explain any deviation from standard on back of rating form.

4. Check rating.

Did you consider performance over entire rating period?

Is your rating a constructive criticism?

Is your rating a valid basis for determining promotions, transfers, or separations?

Is your rating just from the viewpoint of the individual, the group, and the public interest?

Discuss rating with employee.

In private conference.

Record overall marks and adjective rating on Standard Form 51.

PRACTICE
(40 minutes)

And now, let's practice a bit. (Call on one person to tell how he determined objective of job and listed duties.

Have next person tell how he selected elements, and so on.

Use as much time as possible for practice.)

CLOSE MEETING (Make assignment.

a. Finish reading manual.

b. Continue preparation of work sheets.

c. Think about interview with employees, since the interview will be discussed in last session.

Announce time and place of film showing.

Thank group for cooperation, and dismiss.

SESSION III

QUESTIONS
(10 minutes)

Good morning. This is our last session and quite a full one. First, are there any questions, anything in the manual or in the procedures that is not quite clear?

SKIT
(15 minutes)

We're going to put on a little show for you this morning, and when we have finished it, we'll discuss it. So will you make notes. Miss-----is going to play the part of Jane Brown, Clerk-Stenographer, CAF-4 in the Training Section, and I shall be her supervisor. I have just completed the work sheet on Jane's efficiency rating, and have called her into a quiet spot to discuss it with her. I'd like to emphasize that any resemblance of either of these characters to any persons, either living or dead, is purely coincidental. (Give Skit)

Mr. Smith: Hello, Jane.

Jane: Good morning, Mr. Smith.

S: I asked you to come here to Room-----instead of to my office because I want to be able to talk with you without the usual interruptions.

J: Sounds very important. Have I done something wrong?

S: No, it isn't that. You've been a great help to our office. I especially appreciated the lift you gave us last week in arranging for the conference.

J: Did it go over as well as you expected?

S: I think it did; of course parts could be improved. But, Jane, I want to talk with you this morning about your efficiency rating. You remember several weeks ago in our staff meeting I told you efficiency ratings were

to be made and something about the procedures?

J: Yes, but I haven't seen my rating.

S: I realize that, and so I've spent quite a lot of time on yours. You see, these ratings are important to you personally, because they are the basis for promotions and for wage increases. The ratings are important in another way, too. I believe they should be made a constructive criticism - a sort of incentive to both of us to do a better job each year.

J: You mean an incentive to me to do a better job, don't you? You didn't mean to include yourself, did you?

S: I realize that officially this is your rating, not mine. But in a sense, your rating is a joint rating for both of us, since it is my duty as your supervisor to help you to do a good job. I've gone over your work and have decided what I think your rating should be, just as my supervisor will decide how he will rate me. I've examined your duties and judged your year's work accordingly on these duties, but if this rating is to be helpful, you and I should check what I have here on this sheet and agree that your rating is a just one.

J: Well, I don't know much about how ratings are made-----

S: But you do have some idea of the duties you've been performing during the last twelve months.

J: Oh, sure.

S: And you probably have some idea of "how much" and "how well" you have done, in other words, what constitutes

a good job well done - a satisfactory performance.

I want to go over this rating to make sure that we have some common agreement as to what satisfactory performance means.

J: Sounds like a good idea to me. You know, I haven't always been sure just how well I do stack up.

S: I'm sorry, Jane. I know I haven't given as much time to talking with you about your job as I should have. We've been so busy that I've put it off from day to day - you know how that can happen.

J: Oh, sure.

S: We're going to try to get off to a better start this year. And to help me line up your duties, I have this work sheet here. (Show work sheet to Jane.) First I read your job description - you remember your job description, don't you?

J: I'm afraid I don't. What is it?

S: Maybe this sheet isn't used as much as it should be. Here is your job description. It has a lot of basic information on it. You may keep this copy if you like.

J: Oh, thanks. I've never seen this before.

S: I've taken these duties from that sheet, and I have added some that really might be in the job sheet but which aren't as yet, and put them on this work sheet in the order of their importance. Does this look about right to you? Is this what you do?

- J: Let's see - you haven't put in anything about handling projectors and showing films. Remember, I did quite a bit of that for about three months. In fact, I spent quite a few hours each day arranging for projection equipment and the slide films for the "J" courses.
- S: I thought about listing that. It probably could have been a separate item, especially since it is a big part of your job description. But I included that under the general heading "Issue Training material and aids to the divisions." This would include training charts, "J" kits, and various report forms and manuals in addition to visual aids.
- J: O.K. Well, let me look at these other items. They seem to be all right. Wait a minute. You have filing down as one of the least important of the duties. Wouldn't you say it was very important? If you couldn't locate filed materials, we'd be in a fix, wouldn't we?
- S: It is important, but it is not as important as the larger duties, "Giving out information," or "Meeting office callers." These duties call for more judgment, skill, and tact. The results you obtain from these duties affect our training program in a more vital way than filing does.
- J: That's true, I guess. Some duties are more important than others, but I don't think I ever sat down and took a look at my job as we're doing now. Our JMT made us

think about the way we did our jobs, but not the relative importance of the main duties.

S: That leads us to this point, Jane. Just what is the overall purpose of your job? What is the big idea of what you are doing?

J: I sometimes wonder myself - I mean you get so close to the routine duties every day you wonder which are the most important duties and what the big idea is, anyway.

S: Let's approach it this way. The big job of O.Q.M.G. is to see that our Army gets enough of the best possible supplies on time. This has to be done through the efforts of a great many people. Our branch, Civilian Personnel, helps recruit the people needed to do the job - stenographers, clerks, etc. - and then places them on the job and helps them to do satisfactory work. Our section - the Training Section - has the job of helping supervisors improve the quality and quantity of the work and raising the standards of performance through training activities. This is our job as a section. Now, where does your job fit into this overall purpose?

J: It seems to me that my main job is taking care of the details connected with giving out and receiving information and materials, taking care of the clerical details which save your time, and helping in any other way I can to make our training program successful.

S: That's just about what I have down here, Jane. And now that we're pretty well agreed on the duties of your job and its overall purpose, let's take a look at what goes into the rating of your performance of those duties.

J: What do you mean?

S: Well, our Efficiency Rating Committee has listed a set of elements we should use in rating a clerk-stenographer, CAF-3, and another set for a clerk, CAF-4. I have tried to combine the two logically in rating you. Some of these elements focus attention on how we do our job, such as "Accuracy of operations." Several refer to specific personal traits needed in a certain job - "Cooperativeness." Some of the elements count heavily in some duties, but are not important in others. For instance, "Effectiveness in meeting and dealing with people" is very important in "Obtaining information on programs outside O.Q.M.G.," but should not be considered at all under "Filing."

J: Yes, I see that.

S: Now, the first element for your job is "Maintenance of equipment, tools, and instruments." This is not an underlined element. Let's read the definition of the element. (He reads.) There are a great many small items you are responsible for keeping in good order - pencil sharpener, telephone, stapling machine - but I think the main duty we can tie this up with is your typing.

- J: I do, too. Obviously it's my typewriter, that I am expected to keep clean and in good order. I remember the booklet on care and maintenance of the typewriter gave ten specific things we were expected to do. One of them was to keep the cover on the machine when not in use.
- S: There are a few things which make me think that you aren't always as careful about your typewriter as you should be. For instance, in this letter the o's and e's are filled in. I suspect that's because the keys are not clean. And, too, the margins are uneven - -
- J: But that's not my fault. The carriage return just won't hold.
- S: I know it isn't your job to take the machine apart and make major repairs. However, you are responsible for keeping it clean and calling the repair man when necessary.
- J: Yeah, and just try and get one in less than two weeks! Mr. Smith, I probably could be a little more careful about cleaning the machine, but it's going to take awhile to get that carriage return fixed.
- S: That's true, Jane, but have it fixed as soon as you can. And, since it isn't often that your letters show evidence of a dirty machine, I'm going to give you a check on that item.
- J: What does a check mean?
- S: That means adequate work. It means that you are doing the job in a manner which meets the normal requirements.

- J: I see another mark on some of the elements there, looks like a plus. What does that mean?
- S: That means more than adequate or outstanding. A minus would indicate that the work was less than adequate.
- J: I'm curious to know what my final rating is going to be.
- S: Let's talk about some of the other elements before we come to the conclusion. Take this element "Effectiveness in meeting and dealing with others."
- J: I'd say that was pretty important in a training office. We meet so many people.
- S: Let's look at the definition. This means the manner in which you approach, work with, or confer with others, especially with those outside our section or division. It involves self-control, poise, tact, whether others accept you or not, whether they like to deal with you, whether you accomplish the purpose for which you meet others, whether they have confidence and respect for you, regardless of whether or not they always agree with you. To what duties listed here would you say this element applies?
- J: I've been thinking that our Training Section cuts across all lines in the O.Q.M.G. and even in the department and the whole Federal Government. We deal with the Civil Service Commission, and even with private concerns like film distribution companies.

- S: That's right. And I think the element "Effectiveness in meeting and dealing with others" applies to these main duties in your job: "Give information"; "Obtain information"; "Meet office callers"; "Arrange for appointments and conferences"; and "Handle telephone calls." You see I have given you plus marks on all of these, and they are really important phases of our work. You seem to have a way of giving out accurate information quickly. You have an unusually effective way of greeting people. Many people have told me that they like to do business with you. That's a real asset to a Training Section, and I want you to know that I realize that.
- J: Thank you, Mr. Smith, at least I try to be helpful.
- S: That brings us to something which affects another element. You see I have given you a minus on "Dependability" with regard to handling telephone calls.
- J: That means weak or less than adequate, doesn't it?
- S: Yes, You do very well when you get people on the phone and are talking with them but on incoming calls, especially where they deal with appointments or conferences, you don't always follow the principles of good telephone technique.
- J: What do you mean?
- S: Well, you sometimes fail to notify me within the hour so that I can do my part of the work. Sometimes you notify me the next day. For instance, here are three calls from yesterday which I found on your desk-----

- J: I meant to give those to you, but somebody came in just then, and I forgot.
- S: Wouldn't it help if you used the little forms for telephone messages and had a special place to put them as soon as you take them?
- J: Yes, it would. I guess I'm guilty there. I remember your mentioning this once or twice before. I'll do better from now on.
- S: Well, Jane, you have been very dependable on all your other duties, so the minus under telephone calls doesn't bring the overall mark for "Dependability" down to a minus. I'm giving you a check there. But the purpose of our talk here is to help you improve the work in our office.
- (Mr. Smith and Jane continue with all of the elements in this same manner.)
- S: Well, Jane, that's your rating the way I see it. Would you like to make a copy of this work sheet to keep in your desk?
- J: Yes, I think it would be a very helpful guide. I've learned more today about what my job is and how well I'm supposed to do it than I have even known before. I can see that making out an efficiency rating the way you do it gives a lot of meaning to it. A person knows just what is expected and how he can improve his work. I'm glad I know where I stand on the different parts of

my job. I appreciate your taking the time to explain the rating to me.

S: Thank you, Jane. I think the talk has been as valuable to me as it has to you. From now on, we'll get together more often and go over your rating. In that way I believe you can improve your work steadily. Now, let's get back to work. (Goes off)

J: He's a pretty swell guy. Next time we talk about my rating I'm going to have a lot of pluses and no minuses.

DISCUSSION
OF SKIT
(15 Minutes)

Now we'd like your reaction to this interview. First, do you see the value in such an interview? Let us think back to what we said in our first session, that the efficiency rating, properly used, can be a valuable management tool. How can an interview of this sort help the supervisor and the worker?

(List answers on board)

1. Clarifies the worker's job to him.
2. Sets standards for different duties.
3. Gets agreement on rating between worker and supervisor.
4. Paves the way for future conferences between supervisor and worker.
5. Prevents appeals because of 3.
6. Points out training needs.
7. Improves relationship between worker and supervisor.
8. Shows the worker where and how he can improve his

performances.

Should all employees be given efficiency rating interviews by their supervisors, or should such interviews be given only to employees whose ratings are below "Very Good"? Employees should be interviewed regardless of their ratings. If the rating is below "Excellent," the employee should be told why his rating is not the highest possible and how he can improve. If his rating is excellent, it will certainly do no harm tell him that his work has been outstanding and to encourage him to continue. What about employees in the professional and higher CAF grades? Should they be interviewed? Yes. The fact that a person is doing professional or technical work or that his salary is in the higher brackets does not necessarily mean that he has ever been told just what is expected of him or where he is making a mistake. Should such conferences always be held in private? Yes. Why? The matter under discussion is of a confidential nature, something that concerns only the supervisor and the worker whose performance is being discussed. It might be embarrassing to have even another of the worker's fellow workers present. Certainly both the supervisor and the worker will feel freer to say exactly what they think if no other person is present. Then, too, interruptions such as telephone calls break the continuity of the interview and tend to keep it from being complete. Interruptions also tend to give the worker the feeling that the interview is

not important enough to warrant the supervisor's clearing his time. This is not the feeling we want him to have. How often should such conferences between the worker and the supervisor be held? At least every three months, preferably every month. Why? Because regular, periodic conferences keep the worker informed on how well he is performing his duties and how he can improve. This gives him a chance to improve his performance and his rating. When, ideally, should the first of such conferences be held? When the worker first comes on the job. Why? Because only if the worker knows just what he is to do and how well he is expected to do it can he do his best work. We should like to spend far more time on this particular subject, because we feel that it is so important. However, I can see from this discussion that you realize the importance not only of interviewing the employee at the time his rating is made, but of rating and interviewing the employee informally at regular intervals throughout the year.

PRACTICE

Now, suppose we practice for awhile -- (Follow same pattern as in Session II. If possible, get some member of group to put on interview, using the work sheet he has prepared as basis of interview. Use as much time as possible.)

TRUE-FALSE TEST

We have just about time enough before the close of the session to take the other true-false test. Turn the tests in when you have finished them, and I will correct them and return them to you so that you can compare your score with

the score you made on the first test.

CLOSE SESSION

I've enjoyed our discussions and hope they have been helpful to you. We are told by the Civil Service Commission that the efficiency rating, if it is regarded only as a document to be filled out and filed once a year is of very little value.

To make a just rating, you must work on the rating all year; then on March 31 the making of your final ratings will be a simple, easy matter. To be of value to you as an administrator the efficiency rating must be used continuously, as a tool for achieving better understanding of the job and its requirements by the worker; better relationships between you, the supervisor, and your workers; and because of these two things, of higher morale and improved production.

Don't forget that if you need help, the members of the Committee or I will be glad to help in any way possible. So don't hesitate to call on us.

ARMY SERVICE FORCES
OFFICE OF THE QUARTERMASTER GENERAL
WASHINGTON, D. C.

TRUE-FALSE TEST

Note: Mark with an F those statements which are false; mark with a T those statements which are true.

1. _____ The official efficiency rating is a legal paper which must be administered according to established rules and regulations.
2. _____ The rating of an individual's work must be modified according to the individual's circumstances and situation.
3. _____ The employee should know at the beginning of the rating period the elements on which he is to be rated.
4. _____ The elements to be considered in a rating should be considered in reference to the person's qualifications for the job.
5. _____ Every supervisor needs evidence to support his rating of the employee on the various elements of the job.
6. _____ The efficiency rating is important not only to the one rated, but to the rating officials, the reviewing officials, the efficiency rating committees, and directors of personnel.
7. _____ Rating standards should be the same as working standards.
8. _____ This year a conduct rating is to be given to each employee.
9. _____ A probational rating must be made March 31 for each employee who has not completed the trial period.
10. _____ If the supervisor knows (a) how well the employee should do the job, and (b) how well the employee does the job, he should have no difficulty in making evaluations.
11. _____ If an employee is promoted within the rating period, his rating covers the period in the new job; i.e., the March 31 rating does not cover the duties in the former grade of work.
12. _____ Efficiency ratings of employees on military leave or furlough cover only the period of active duty on the job.
13. _____ It is desirable for a supervisor to make an unofficial administrative rating of the work of an employee at the time he goes on leave or furlough.
14. _____ "Sixty days prior to the expiration of the probational period" means in War Department ten months.

15. _____ An administrative rating is an informational rating for administrative purposes.
16. _____ A regular rating should not be made for an employee serving his probational or trial period.
17. _____ If an employee has served in the same position for a whole year, service from April 1 should be considered.
18. _____ If the employee has moved during the rating year from one position to another position of the same grade, in the same agency, service in both positions should be considered.
19. _____ The employee who has leadership qualities should always be rated higher than the routine worker in the same job.
20. _____ A special rating is to be made when there is no appropriate current official rating and one is needed for an official action.
21. _____ An efficiency rating should represent performance level as of the rating date.
22. _____ In attempting to rate an employee, the supervisor must consider primarily the quality of work performance, the quantity of work produced, and the manner of doing the work.
23. _____ The elements on which supervisors and administrators are primarily rated may be grouped into elements of planning, management or supervision, and leadership.
24. _____ The supervisor who disagrees with a rating pattern established for a job should indicate changes in indelible pencil.
25. _____ The reviewing official should have personal knowledge of the general performance of the employee to be rated.
26. _____ The reviewing official has the responsibility of seeing that proper and uniform standards have been applied by rating officials.
27. _____ The reviewing official has the right to cross out or erase the marks of the initial rater.
28. _____ The efficiency rating committee is authorized to adjust ratings on which rating and reviewing officials have disagreed.
29. _____ An employee is entitled to know the performance requirements of his position.
30. _____ Members of the efficiency rating committee should be considered a source of information on questions of rating policy and procedure.
31. _____ Any ratings questioned by the efficiency rating committee should be returned to the proper reviewing officials for explanation.
32. _____ The efficiency rating form, properly used, will reveal operating weaknesses and training needs to supervisors and employees.

Appendix 2

ARMY SERVICE FORCES
OFFICE OF THE QUARTERMASTER GENERAL
WASHINGTON, D. C.

TRUE-FALSE TEST ON EFFICIENCY RATING PRINCIPLES

Note: This is not a "test" in the academic sense of that word. It is a device to get you to think about the principles underlying efficiency rating procedures. Some of the following statements are false; a great many of them are true. See how many of them you can label correctly.

- _____ 1. The purpose of efficiency ratings is to evaluate the qualifications of the employee for the work he is doing.
- _____ 2. The chief value of the efficiency rating procedure, so far as the supervisor is concerned, lies in the control it gives him over the employee.
- _____ 3. Each employee must receive notice of his official rating, and the rating form must be made available to him for inspection.
- _____ 4. Official efficiency ratings are subject to appeal.
- _____ 5. The reviewing official, as well as the rating official, should be able to justify any efficiency rating.
- _____ 6. Probational and special ratings, as well as regular ratings, are official.
- _____ 7. There is no such thing as an "unofficial efficiency rating."
- _____ 8. The official efficiency rating of the employee is considered in connection with within-grade salary advancements, salary reductions, reassignments, demotions, and dismissals.
- _____ 9. Regular official ratings may be made on any date specified by the Director of Personnel.
- _____ 10. Regardless of length of service within the agency, the employee must have worked at least ninety days in a unit before he can be considered for regular rating by the supervisor of that unit.
- _____ 11. If the employee has moved during the rating year from one position to another position of the same grade in the same agency, service in both positions should be considered.
- _____ 12. If the employee has moved during the rating year from one position to another position at a different grade, service in both positions should be considered.

- _____ 13. Regardless of the number of different positions or grades in which an employee may have served during a probational period, service rendered from the beginning of the probational or trial period will be considered in the probational rating.
- _____ 14. No regular March 31 rating should be made during a probational or trial period.
- _____ 15. In War Department, the probational or trial period is six months.
- _____ 16. A special rating is made for the purpose of revising a prior official rating.
- _____ 17. A special rating is not an official rating.
- _____ 18. The person immediately responsible for the work of the employee is the rating official.
- _____ 19. Both rating and reviewing officials are responsible for determining the pertinent and especially important elements for each kind and level of work.
- _____ 20. Elements used in rating should be the same for like positions.
- _____ 21. The rating committee is the source of information on questions of policy and procedure.
- _____ 22. The supervisor should not discuss efficiency ratings with employees until formal notices of ratings have been issued.
- _____ 23. A high number of protested ratings from any working unit would indicate that the supervisor of that unit had high standards of work which employees had difficulty in reaching.
- _____ 24. The efficiency rating procedure, properly followed, is a supervisory tool which can lead to increased production and job satisfaction.
- _____ 25. Since rating and reviewing officials are required not only to make judgments, but also to defend them in cases of appeal, it is important that such officials know the principles and procedures of the efficiency rating system.

Appendix 4

Case of Jane Brown

"Well, I guess Jane's work might be considered presentable. Of course, it isn't perfect, but then whose is? She's a speedy typist, though, and that's more than I can say for some of the other girls around here. She isn't always so fussy about making her letters look neat. I wish she'd be more careful about the way she handles carbon paper. It gets all over her fingers, and then she smears it on the pages of copy. This cheap wartime carbon is certainly messy. I suppose it must be the cheap ribbon on the typewriter that makes her letters so blurred. Sometimes the letters are a bit crowded, too. Guess they pile up because she types so fast. Although, when she feels like it and goes slowly, as she did on our annual report last week, she really does a nice job, and besides that she does get her work out on time.

Efficiency Rating Committee

Colonel Eugene G. Mathews, Chairman
2027 "C" Bldg., Ext. 2020

Mr. William J. Kendrick
2079 "B" Bldg., Ext. 3032

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1017 "A" Bldg., Ext. 71530

Mrs. Dorothy H. Headley
2321 "C" Bldg., Ext. 6729

Appendix 5

EFFICIENCY RATING WORK SHEET

NAME AND GRADE			DUTIES IN ORDER OF IMPORTANCE							
			1.	2.	3.	4.	5.	6.	7.	8.
POSITION										
OVER-ALL PURPOSE OF THIS JOB IS:										
RKS	NO.	RECOMMENDED ELEMENTS								

RATING AN EMPLOYEE

I. Review the employee's job.

Read the job description.
If you don't have an accurate job sheet, make one.
Consider the job - not the employee.
List duties.
Determine overall purpose of job.

II. Prepare the work sheet.

Enter purpose and duties in order of importance.
Select and list pertinent elements.
Is it a REASONABLE requirement of the job?
Use interpretation in Rating Official's Guide.
Determine and underline important elements.
Is the element vital to the job's objective?
Will it make or break the job?

III. Record performance.

Record mark for each element.
Apply each element against each duty.
What REASONABLY can be expected?
Evaluate the work performance - not the individual.
Record overall mark.
Determine adjective rating.
Consult bottom of rating form for directions.
Never change rating of element to produce desired adjective rating.
Give employee the rating you think he deserves, but explain any deviation from standard on back of rating form.

IV. Check rating.

Did you consider performance over entire rating period?
Is your rating a constructive criticism?
Is your rating a valid basis for determining promotions, transfers, or separations?
Is your rating just from the viewpoint of the individual, the group, and the public interest?

Discuss rating with employee.

In private conference.

Record overall marks and adjective rating on Standard Form 51.

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